### Add Course Request

Submitted on: 2012-02-17 08:55:12

<table>
<thead>
<tr>
<th>1. COURSE SUBJECT</th>
<th>ANTH/HRTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. COURSE NUMBER (OR PROPOSED NUMBER)</td>
<td>3028W</td>
</tr>
<tr>
<td>3. COURSE TITLE</td>
<td>Indigenous Rights and Aboriginal Australia</td>
</tr>
<tr>
<td>4. INITIATING DEPARTMENT or UNIT</td>
<td>Anthropology</td>
</tr>
<tr>
<td>5. NAME OF SUBMITTER</td>
<td>Francoise D Dussart</td>
</tr>
<tr>
<td>6. PHONE of SUBMITTER</td>
<td>Phone: +1 860 486 4517</td>
</tr>
<tr>
<td>7. EMAIL of SUBMITTER</td>
<td>Email: <a href="mailto:francoise.dussart@uconn.edu">francoise.dussart@uconn.edu</a></td>
</tr>
<tr>
<td>8. CONTACT PERSON</td>
<td>Merrill Singer</td>
</tr>
<tr>
<td>9. UNIT NUMBER of CONTACT PERSON (U-BOX)</td>
<td>2176</td>
</tr>
<tr>
<td>10. PHONE of contact person</td>
<td>Phone: +1 860 486 2137</td>
</tr>
<tr>
<td>11. EMAIL of contact person</td>
<td>Email: <a href="mailto:merrill.singer@uconn.edu">merrill.singer@uconn.edu</a></td>
</tr>
<tr>
<td>12. Departmental Approval Date</td>
<td>11/30/11</td>
</tr>
<tr>
<td>13. School/College Approval Date</td>
<td>02/14/12</td>
</tr>
<tr>
<td>14. Names and Dates of additional Department and School/College approvals</td>
<td>Human RIghts Institute 11/30/11. Contact Person: R</td>
</tr>
<tr>
<td>15. Proposed Implementation Date</td>
<td>Term: Fall, Year: 2012</td>
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<td>16. Offered before next printed catalog is distributed?</td>
<td>Yes</td>
</tr>
<tr>
<td>17. General Education Content Area</td>
<td>Content Area 4 Diversity and Multiculturalism International</td>
</tr>
<tr>
<td>18. General Education Skill Code (W/Q). Any non-W section?</td>
<td>W Yes</td>
</tr>
<tr>
<td>19. Terms Offered</td>
<td>Semester: Fall Year:</td>
</tr>
<tr>
<td>20. Sections</td>
<td>Sections Taught: 001</td>
</tr>
<tr>
<td>21. Student Number</td>
<td>Students/Sections: 19</td>
</tr>
<tr>
<td>22. Clarification:</td>
<td></td>
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<tr>
<td>23. Number of Credits</td>
<td>3 if VAR Min: Max: credits each term</td>
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<tr>
<td>24. INSTRUCTIONAL PATTERN</td>
<td>T/Th</td>
</tr>
<tr>
<td>25. Will this course be taught in a language other than English?</td>
<td>Yes</td>
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<tr>
<td>If yes, then name the language:</td>
<td></td>
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</tbody>
</table>
27. Is Instructor, Dept. Head or Unit Consent Required? No

28. Permissions and Exclusions:

29. Is this course repeatable for credit? No
   If yes, total credits allowed: 3
   Allow multiple enrollments in same term?

30. Grading Basis Graded

31. If satisfactory/unsatisfactory grading is proposed, please provide rationale:

32. Will the course or any sections of the course be taught as Honors? AsHonors

33. Additional Details:

34. Special Attributes:

35. REGIONAL CAMPUS AVAILABILITY:
   At this point we do not have any instructors who are teaching indigenous rights.

36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:

3028W. Indigenous Rights and Aboriginal Australia
(228) (Also offered as HRTS 3028W.) Three credits. Recommended preparation: ANTH 2000.
An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the
complexity of contemporary indigenous social orders and land rights issues. CA 4-INT

37. RATIONALE FOR ACTION REQUESTED

This is already an existing course. I want to add a W for several reasons 1. we do not have one ethnographic
course with a W, 2. we need more W courses, and 3. the way I constructed the course warrants a W designation.
HTRS is also very pleased as they just got the approval for a major in Human rights, this course will provide
HR majors with a W. As it stands now 5 seats are reserved for HR majors. There is no overlap, and actually this
is the only course which deals with Human Rights and Indigenous Rights issues on campus form the
perspective of adult men and women and children.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/fdd02001-1329486912-ANTH 3028
PROPOSAL FOR W.docx)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this
question

a. and c.
This course focused on a specific group of people: Aboriginal people in Australia and enables us to look at the
intersections of indigeneity, gender, age, rights, and citizenship. Three quarter through the semester we start
examining these issues elsewhere in the world and especially where indigenous children’s rights are violated. I
provide two in-depth cases study of violations of children's rights in Australia and Canada during the first part
of the 20th century, when both groups were considered wards of the state. I discuss the impact of these
violations on the lives of these children and how human rights, personhood, nationhood belonging, citizenship
rights are interconnected. I show in the course how an analysis of these intersections can help us understand
how indigenous people see themselves in relation to mainstream society and how mainstream society see them,
as citizens, as a minority.
The students’ paper assignment is designed to hone their ethnographic analytical skills within two format —
analytical essay writing and conference poster presentation. Students will be given a handout asking to use
citation style used by American Anthropology journal, to write an abstract of their paper, an introduction where
they will identify clearly the issues they will analyze in their paper, a summary of the case study and violations
of rights. Discussion and conclusion.
After selecting an ethnographic example of indigenous children’s violation (and I am sad to report there are a large number of examples out there) they will discuss the nature of the violations, how they are impacted as both children and later as adults, how do these violations modify the ways in which indigenous peoples can understand their roles as citizens, as persons, as indigenous? I prompt them then to reflect on the meaning of citizenship, and how post colonized indigenous peoples — who may have become a diasporic groups such as the Roma people—are so often put into the position that citizenship is not a right for them, but something they need to earn, and how this process is contingent on the histories of colonization as well as the legal and political context of the specific nation-states they inhabit.

I will write extensive comments on their first draft and meet with students independently if they want. The poster presentation based on their paper will also give them a chance to rethink how to present their issues and their argument, in other words making it more accessible, clearer for the consumption of a larger audience. IN the past many of my students in that class when on to present their posters to our undergraduate poster conference run by Honors. Combining paper writing and poster presentation will help them refine their analysis and write a better paper. I will send comments on their presentation the same day they presented so they can incorporate them in their final papers.

b. Requirements:

• Tuesdays and Thursdays questions on assigned readings. Students are expected to hand in at least 3 questions per reading assigned for the Tuesday and the Thursday class. STUDENTS WILL EMAIL ME THEIR QUESTIONS BY 5PM ON MONDAY AND WEDNESDAY. I will select some of the questions that we will discuss in class. My aim here is to help them deconstruct a paper, in other words, how does one identify what is the theme of the paper, what is the argument of the paper and whether or not the argument was deployed successfully.

• Paper and In-Class Poster Presentation will focus on the following issues:
  - Removal of children from their land, their parents etc… and how removals impact(ed) their rights short-term and long-term.
  - Limiting access to resources and services to children due to their ethnicity, national status, age, gender etc.. and how such limitations impact their rights and their future lives.
  - Initiatives (if any) taken to redress some of the rights these children were deprived of and continue to be deprived in their adult life. Successes and failures. And WHY?

The following websites will provide you with information on violations of children’s rights around the globe.
http://aaacig.usu.edu/childinnews.html
Convention on the Rights of the Child http://www.unhcr.org/refworld/docid/3ae6b38f0.html

I encourage you to seek the expertise of the Writing Center: http://www.writingcenter.uconn.edu/

-For your paper. (First-draft 10-12 pages) (Final paper should be 15 pages)
  1. Isolate the specific group of children you want to write about and give a title to your paper.
  2. After researching the appropriate literature in anthropology (go to anthrosource or jstor to find articles, search also for books. Of course you can come and see me anytime to help you select appropriate papers and book) dealing with the group of people you want to write on. These references will give you an historical perspective and also see how violations of rights have been analyzed or not. Summarize what has been written and start articulating your own argument regarding the relationship between rights, personhood, ethnicity, class, gender, age, citizenship or nation-belonging, self-determination and life chances in general.
  3. Discuss what kind of rights (according to the Convention of the Rights of the Child passed in 1989) are violated and what is done or not done to stop violation.
  4. Discuss why some initiatives to end the violations long-term or short-term work or do not work depending on the country etc…. In other words, what is at stake?
  5. Conclude
For your presentation, you need to give a background, identify the main issues/problems, and illustrate with one or two examples. You will have 10-12 minutes. Please follow these guidelines from (excerpts from http://www.aaanet.org/_cs_upload/meetings/presenters/15341_1.pdf)

IN CLASS YOU WILL BE ABLE TO PUT UP ON SCREEN YOUR POSTER USING A USB OR EMAIL IT TO YOURSELF AND WE WILL PROJECT IT ONTO THE SCREEN. DO NOT COME WITH A PHYSICAL POSTER

d. How revisions will affect the course requirements. I have taught the course with 50 students now as presented and it is time to make it a W course so I can give all the students' paper the attention they deserve.

Participation and Question-assignments will count for 15% of the grade. In-Class poster presentation 15%. Midterm exam and final exam (multiple choice questions) will each count for 10%. Final Paper will count for 50%. Extra credits up to 6 points to be added to your final grade. Remember you cannot pass the course if you do not pass the written part.

d. Yes this is an existing course which I have taught in the same way without a W. But as the number of students enrolled has dramatically increased in the past two years, (45-50 students in average) it became difficult to do justice to the topic and to the students' assignments.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

This course offers the possibility for students to see how state rights and cultural rights are articulated. Through specific case-studies students in class and in their essay-writing and poster presentation, learn how to construct an argument and analyze data. The sensitive and political nature of the course—rights and lack of fundamental rights—help students weigh ethically issues of rights in our globalized world. I will help them see how the issues we are discussing may appear to take place in far away lands (such as Australia) when in fact they are very much present here in the US as well as soon as we are looking at Native Americans or a First Nations people. This course is designed to highlight human diversity as well as human similarities especially when we look at rights violations and legal systems. The research paper and the poster presentation should help them refine their scholarly research skills and writing abilities.

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

   a. Arts and Humanities:
   b. Social Sciences:
   c. Science and Technology:
      i. Laboratory:
   d. Diversity and Multiculturalism:

This course highlight how rights mean differently to people, in particularly oppressed people. How legal systems create categories of have and have not. Consider the similarities that may exist among diverse group. Develop an understanding of and sensitivity to issues involving human rights.

43. International:

The course deals specifically with the indigenous rights of Aboriginal people in Australia and indigenous children's around the globe.

e. Q course:
f. W course:

1. Describe how the writing assignments will enable and enhance learning the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade.

   • Paper and In-Class Poster Presentation will focus on the following issues:
     - Removal of children from their land, their parents etc… and how removals impact(ed) their rights short-term and long-term.
     - Limiting access to resources and services to children due to their ethnicity, national status, age, gender etc.. and how such limitations impact their rights and their future lives.
     - Initiatives (if any) taken to redress some of the rights these children were deprived of and continue to be deprived in their adult life. Successes and failures. And WHY?

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   I encourage you to seek the expertise of the Writing Center: http://www.writingcenter.uconn.edu/

   - For your paper. (First-draft 10-12 pages) (Final paper should be 15 pages)
     1. Isolate the specific group of children you want to write about and give a title to your paper.
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     3. Discuss what kind of rights (according to the Convention of the Rights of the Child passed in 1989) are violated and what is done or not done to stop violation.
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   IN CLASS YOU WILL BE ABLE TO PUT UP ON SCREEN YOUR POSTER USING A USB OR EMAIL IT TO YOURSELF AND WE WILL PROJECT IT ONTO THE SCREEN. DO NOT COME WITH A PHYSICAL POSTER

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   Midterm exam and final exam (multiple choice questions) will each count for 10%. Final Paper will count for 50%. Extra credits up to 6 points to be added to your final grade.
   Remember you cannot pass the course if you do not pass the written part.

2. Describe the primary modes of writing instruction in the course (e.g. individual conferences, written commentary, formal instruction to the class, and so on.)
   Students will submit a draft and I will comment on their first draft. They will be encouraged to meet with me individually if they wish to. They will be asked also to present their date and analysis as a poster presentation, which I believe help them refining their analysis and argument.
3. Explain how opportunities for revision will be structured into the writing assignments in the course. 
   see above
4. State that the syllabus will inform students that they must pass the "W" component of the course in order to 
   pass the course. (Failure to include this clause will result in a request for revisions on your proposal.)  
   see 1.

<table>
<thead>
<tr>
<th>42. RESOURCES:</th>
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<tbody>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed</td>
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<tr>
<td>YES</td>
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<tr>
<td>If NO, please explain why and what resources are required to offer the course.</td>
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<tr>
<th>43. SUPPLEMENTARY INFORMATION:</th>
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<tbody>
<tr>
<td>ADMIN COMMENT:</td>
</tr>
<tr>
<td>Senate approved W 4.23.12 // GEOCW4intlapp_032012AP. addWtoexistingCA4IntnonWcrs_021712AP.</td>
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